



**Crowdys Hill  
School**

**Crowdys Hill School  
Headteacher**

**Salary  
Leadership Spine L28-32**

**Closing Date  
Monday 24 February 2025– 9am**

**Interview (over 2 days) week  
commencing 2 March 2025**

Thank you for your interest in the vacancy at Crowdys Hill School.

These guidance notes are designed to provide you with information to help you complete your application form correctly and give you information about our and on our recruitment process and associated policies. You should read all the guidance notes prior to completion of the application form. If you would like any further advice regarding the vacancy or the recruitment process, please contact Trudy Topp Senior Admin Manager at Crowdys Hill School – 01793 312266 or email [ttopp@crowdyhill.swindon.sch.uk](mailto:ttopp@crowdyhill.swindon.sch.uk)

When completing the application form, please refer to the following information:

**Job Description** – this details the main duties and requirements for the post and provides an understanding of the role

**Person Specification** – this describes the skills, knowledge and experience required for the post

**Advertisement** – this will give you brief details of the job and key dates of the recruitment process

Please ensure you complete all parts of the application form, unless otherwise indicated, preferably electronically. **Curriculum Vitae (CV's) are not accepted.**

The application form will be used to assess your skills, knowledge, and suitability for the job against the criteria on the person specification, so please ensure it is accurate and complete.

If you require additional space, separate sheets will be accepted, but please ensure they are attached securely to the back of the application form or as attachments if submitting electronically.

Late applications will not normally be considered.

**We reserve the right to contact any of your previous employers/educational establishments to verify the information provided.**

### **Personal Details**

**Only personal information required for processing your application is requested in the main body of the application form.**

### **Disabled Applicants**

As an equal opportunity employer, we welcome applications from disabled people. Disabled applicants meeting all the essential criteria will be shortlisted for interview or test.

If you consider yourself disabled, **please indicate this on the form in the appropriate section** also indicating if you require any adjustments and/or adaptations in order to attend for interview.

### **Equal Opportunities**

To view the Equal Opportunities Policy in full, please visit <https://crowdyhill.swindon.sch.uk/policies.html>

## **SAFEGUARDING**

Safeguarding students at Crowdys Hill is a priority. All appointments to posts are made through stringent adherence to the requirements of 'Keeping Children Safe in Education' (most recent edition). The school maintains a cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to this post will participate in the selection process.

All staff will be trained annually in Child Protection requirements. Cognisant of Part 1 of 'Keeping Children Safe in Education', (most recent edition), staff are required to refer all Child Protection concerns to the Child Protection trained staff team in their school (recognising that they can directly refer themselves in extraordinary circumstances). Those trained in Child Protection are identified throughout school documentation and on the school's website.

Within their work, employees are required to identify, attempt to prevent, or at least minimise the risk of interpersonal abuse or violence; safeguarding children, other vulnerable people, and themselves. This includes the timely sharing of information with appropriate colleagues to enable action to be initiated and protection to be afforded to both students and/or colleagues as needed.

All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance which will affect their practice in role and must adhere to all policies and protocols of Crowdys Hill School.

We are committed to keeping children and young people safe from harm and abuse and to promoting their welfare, and we expect that everyone who comes to work for us will share the same commitment. Fulfilling this responsibility includes making sure that our recruitment process includes a range of measures to identify those who may be unsuitable to work with children and young people.

In accordance with the provisions of the Data Protection Act 1998, and new GDPR 2018, jobholders should take reasonable care to ensure that personal data is not disclosed outside Council procedures, or use personal data held on others for their own purposes. In accordance with the provisions of the Freedom of Information Act 2000, ensure requests for non-personal information are dealt with in accordance with the Council's written procedures

To comply with the Asylum and Immigration Act 1998 (as amended by S147 of the Nationality and Immigration and Asylum Act 2002) all prospective employees will be required to supply evidence of eligibility to work in the UK.

Crowdys Hill School is committed to safeguarding and promoting the welfare of children. We are an equal opportunities employer. Pre-employment checks including employment references, an Occupational Health Check and an Enhanced DBS Disclosure will be required for the successful applicant. Photographic identification, evidence of right to work in the UK, proof of current address and certificates of any relevant qualifications will need to be provided at interview stage.

This post is exempt from the Rehabilitation of Offenders Act 1974. Crowdys Hill School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Background checks and an enhanced DBS will be required. Further information about what the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 means for applicants is provided on the Application Form.

Applicants must be fluent in the English Language (as a requirement of Part 7 of the Immigration Act – for the effective performance of a customer facing role).

In addition, all roles within the school/college are covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and are subject to an enhanced Disclosure and Barring Service (DBS) (formerly Criminal Records Bureau (CRB)) check. These posts may also be subject to further DBS re-checks at appropriate intervals.

**Please note that having a criminal record is not an automatic bar from working with us: whether or not your criminal record has a bearing on the post you have applied for will be carefully considered as part of the recruitment process. This may involve a discussion with yourself about the circumstances and background to your offences.**

### **References**

All applicants are expected to provide **three referees**, as detailed on the application form.

If you have just completed full-time education, you will need to provide the name of your Headteacher/Principal or other professional as a reference. If you are self-employed you will need to provide details of individuals/businesses that can provide you with a professional reference.

‘Open’ references e.g. those addressed “To Whom It May Concern”, will not be accepted.

### **Supporting Documents**

All applicants called for interview will be required to provide original evidence for the following:

For interview:

Eligibility to Work in the UK\*\*

When employment is offered:

Identity\*

DBS (formerly CRB) application form\*

Qualifications/Training\*\*\* – if applicable

Confirmation of Registration with the relevant Professional Body – if applicable

Driving documents – if applicable

We **will not** be able to confirm an offer of employment until we have confirmed the above and received suitable references.

\* Details of what documentary evidence you can provide will be detailed on the invite to interview letter, alternatively please refer to [http://www.direct.gov.uk/en/Employment/Startinganewjob/DG\\_195811](http://www.direct.gov.uk/en/Employment/Startinganewjob/DG_195811)

\*\* In accordance with the Immigration, Asylum, and Nationality Act 2006, all candidates are required to provide proof of the Right to Work in the United Kingdom. For further information please refer to <http://www.gov.uk/browse/visas-immigration/work-visas>

\*\*\* You can check the validity/level of any overseas national's qualifications by contacting the National Recognition Information Centre for the United Kingdom (NARIC) [www.naric.org.uk](http://www.naric.org.uk)

## **Employment History & Gaps in Employment**

To ensure our responsibilities for safeguarding children and young people are met you must ensure your employment history and reasons for any gaps are clearly detailed. This must be a full history going right back to your first employment, giving the month and year of each job. If this is incomplete and you are shortlisted for interview you will be asked to supply this before the interview date.

## **Private Health Care**

After 6 months' employment you will be eligible to join our free health scheme.

## **Staff Wellbeing**

We place a high emphasis on staff wellbeing including access to free on-site parking, electric car charging points (small fee for use), access to Care First, staff uniform, wellbeing raffle and many others.

## **Online Checks**

All candidates will be subject to online checks as part of the shortlisting process.

## **Data Protection**

The information you provide on your application form and any subsequent information gathered in respect of your application will be held securely, in confidence and processed in accordance with **the Data Protection Act 1998 and the new GDPR Regulations 2018.**

The information you provide will be used in the following ways:

- To assess your suitability for the post
- To confirm information you have supplied, with third parties, as considered appropriate
- To promote, monitor, and act to ensure our recruitment policies, procedures and processes comply with legislation, our Employment Equality Policy and associated strategies and plans
- To answer requests for information made under the Freedom of Information Act 2000 or related legislation
- It will only be disclosed where lawful obligation applies

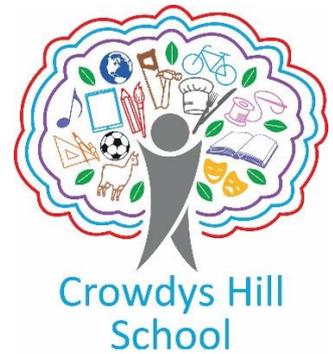
Applications and related information in respect of successful candidates will be held securely on computerised and/or manual filing systems in accordance with the Data Protection Act 1998 and the new GDPR Regulations 2018.

Full details available upon request.

**Previous applicants need not apply.**

Jefferies Avenue  
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Welcome

On behalf of myself and the Governing Board, we would like to thank you for your interest in the role of Head Teacher at Crowdys Hill School.

Crowdys Hill is a unique maintained special school spanning primary, secondary and sixth form settings with the aim of creating a safe, happy, engaging and stimulating environment for our pupils and staff.

We are a split site, with our post 16 students attending a fabulous provision based at Swindon New College site at North Star.

We pride ourselves in putting the pupils first and our ethos “Learning for Life” carries through the whole school. We offer an individualised curriculum for our pupils together with excellent facilities, extracurricular opportunities, various therapy provisions and of course our superb onsite school farm.

Our school is looking for someone who will create a positive environment that motivates our pupils and staff to succeed. Our new leader will share our vision for the school and develop a unique curriculum which will run alongside national expectations as well as allowing our pupils to develop life skills for their future.

SEN experience is vital for this role together with excellent leadership skills. Crowdys Hill has a dedicated and talented team of staff who are passionate about the school and the pupils. We are looking for someone who can empower staff to be the best they can, be approachable and above all lead the school effectively building supportive relationships with all staff, parents and of course our pupils.

These relationships reach further than our immediate school grounds. The school has established an excellent reputation across Swindon and further afield, fostering relationships with other local schools, businesses, education providers and the wider community and this is a vital part of the role of Head here at Crowdys Hill.

We hope this has given you a brief insight into our school and we look forward to hearing from all prospective candidates.

*Nicki Read*

Chair of Governors  
on behalf of the Governing Board

## JOB DESCRIPTION

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### Headteacher

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<b>Introductory Statement:</b>	The responsibilities of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in the document. The Headteacher's performance will be guided by the Standards for Headteachers, as set out by the DFE.
<b>Start Date:</b>	To be confirmed
<b>Salary:</b>	Leadership spine L28-32
<b>Reporting to:</b>	Governing Body, Swindon Borough Local Authority
<b>Responsible for:</b>	Senior Team Teaching Staff Teaching Assistants Administrative and Support Staff
<b>Liaising with:</b>	Other Leadership Group members, relevant associate staff, external partners, LA staff, Parents and Governors.

### **“Learning for Life”**

Our emphasis on self-improvement and the continuing desire to do what we do well, is integral to the successful delivery of high-quality teaching and learning that serves to meet the complex needs of all our pupils.

The Leadership Group is of critical importance in guiding our improvement process, through the sensitive and open involvement of pupils, staff, parents and governors. Each member of the team has individual and specific responsibilities. Each of us is fully aware that our shared responsibility is the strength which underpins the successful promotion of Governing Body principles, the school's aims and objectives. We recognise the need for corporate collaboration and motivation in managing change and evaluating its introduction to raise standards.

Our school, and the needs of the pupils on our roll, demands flexible, strategic and operational leadership; a leader who will be expected to exercise individual initiative within a team framework, have a broad perspective of the school and have attention to detail at all levels

Our Headteacher must retain the confidence of staff, pupils, parents and governors to reach the shared aim of preparing our children and young people for an active and productive adult life.

## **Job Purpose (including main duties and responsibilities)**

- To provide strategic and operational leadership and management that enables the school to give every pupil an outstanding education.
- The post holder will promote the highest possible standards of achievement and well-being to secure the long-term success of the school.
- To deliver the vision, values and curriculum to ensure that Crowdys Hill School overcomes pupils' barriers to learning, equipping them with the skills for their futures.
- To develop partnerships with local schools and the wider community and meet the requirements of the Local Authority, Department of Education, Ofsted and examining bodies.
- To instil a creative and innovative style of leadership that inspires the pursuit of excellent educational standards and high aspirations for all pupils.
- To demonstrate a dynamic and professional leadership style, which motivates staff, sets high expectations, enhances achievement and encourages rigorous and on-going self-evaluation.
- To create a culture that challenges prejudice, values diversity and promotes equality.
- The post holder will be required to carry out their duties in line with professional standards and codes of conduct.

## **Leadership, Strategic Direction and Development**

- Work with the Governing Body to create the strategic vision, ethos and curriculum plan for the school. Ensure the successful delivery of the vision, ethos, aims and objectives as determined by the Governing Body.
- Provide dynamic, consistent and motivational leadership team to the staff, children, families and wider community served by the school.
- Translate the school's vision and aims into operational objectives and plans, motivating and empowering others to carry the vision forward.
- Deliver a curriculum model that will address the barriers to learning of pupil's attending Crowdys Hill School.
- Implement robust and sustainable strategies to drive through changes necessary to deliver high quality services, within the school and for the broader community.
- Ensure high quality, multi-agency services are available to support the educational, social and behavioural needs of pupils attending Crowdys Hill School.
- Gain and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans.
- Ensure that the provision reflects the highest professional standards and receives positive OFSTED reports.
- Ensure that statutory requirements, the decisions of the Governing Body and the needs of the pupils, their parents/carers, commissioners and the community are met.
- Develop a school that is constantly seeking ways to learn and improve its performance.
- Ensure that the school's values, ethos, policies and procedures are relevant, fair, inclusive and consistently implemented.
- Be responsible for the management, development, and resourcing of policies.
- Advise the Governing Body on the formation of the annual budget to ensure the

school achieves its objectives.

- To be accountable for monitoring, evaluating and reviewing, health and safety, and risk assessment of the school ensuring that the school provides a safe working environment for both staff and pupils.
- Deliver effective operational management for Crowdys Hill School financial and physical resources.
- Supervise the efficient management of the school budget.
- Supervise effective use and development of school premises and resources.
- Act in accordance with legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights.

## **Teaching and Learning**

- Secure and sustain high quality teaching and effective learning across the school.
- Monitor, evaluate and review classroom practice and promote improvement strategies; aiming for outstanding standards of teaching and learning at all times.
- Maintain high expectations amongst staff for the progress of all pupils.
- Determine and implement an appropriate curriculum, which motivates pupils and is personalised to meet individual needs.
- Develop a wide range of curriculum enrichment activities.
- Lead on school development initiatives.
- Ensure a consistent and continuous school-wide system of pupil assessment and achievement, using appropriate data and benchmarks to set, monitor, evaluate and report individual pupil progress.
- Develop strategies that will promote 'Pupil Voice' and involve pupils in a meaningful way.

## **Pupil Welfare**

- Develop and give a high level of attention to effective relationships within the school and between the school and the local community.
- Develop strategies which promote the highest standards of behaviour and attendance.
- Provide nurturing and attentive pastoral care for all pupils.
- Ensure that pupils' needs identified through their EHCP targets are addressed and met.
- Ensure that the health and care needs of each pupil are assessed and consistently met.
- Provide opportunities for pupils to understand and adopt healthy behaviours and lifestyles.
- Provide opportunities for pupils to develop their spiritual, moral, social and cultural understanding.

## **Partnerships**

- Create, maintain strong links and collaborative ways of working with all stakeholders including the wider community and other Schools, to achieve common goals.
- To work with other public and voluntary sector agencies, and local businesses in the local community to develop curriculum opportunities.
- Work with partner agencies to protect and safeguard pupils.
- Foster and maintain links with regional and national Special School communities

## **Managing people and developing strong working relationships**

- Advise the Governing Body on the recruitment and selection of staff.
- Ensure all teaching and support staff are fully informed of strategic and operational objectives.
- Provide inspirational leadership and guidance for staff.
- Establish staff roles and responsibilities, initiating and maintaining suitable staff performance management procedures.
- Implement the School's Appraisal Policy and processes that will set operational and/or performance goals for all members of staff, which are clearly linked to the long-term objectives as set out in the strategic, annual improvement and development plans.
- Ensure the development and implementation of effective HR policies and procedures for staff induction, professional development and performance review in line with School policy.
- Encourage and manage the on-going professional development of staff ensuring that the Continuous Professional Development (CPD) strategy is aligned with the strategic goals of Crowdys Hill School.
- Create and develop an organisation in which staff recognise that they are accountable for the success of the school.
- Participate in CPD in pursuit of school improvement and disseminate learning to appropriate school staff.

## **Safeguarding Pupils**

- Have due regard for safeguarding and promoting the welfare of pupils ensuring that the child protection procedures are adopted and adhered to by the school.
- Ensure that the highest priority is given to following the guidance and regulations to safeguard pupils.
- To always ensure the safety and welfare of children and vulnerable adults.
- Report to the appropriate authorities any concerns relating to child protection or protection of vulnerable adults.
- Ensure all staff and stakeholders have undergone Enhanced Disclosure and DBS checks and obtain any other statutorily required clearance.

## **Accountability**

- Provide information, objective advice and support to the Governing Body, to enable it to meet its responsibilities for securing effective teaching and learning; high achievement and value for money.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, e.g. governors and parents.
- Ensure that parents and pupils are well informed about curriculum attainment and progress and can understand targets for improvement.
- Work closely with the Governing Body to regularly review performance and development, set personal targets and take responsibility for own development.

Carry out such other duties as required by the Governing Body and are commensurate within the role.

## PERSON SPECIFICATION: Headteacher

In order to effectively undertake this role, the following attributes have been identified as important for the post holder to have.

<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>	<b>A</b>	<b>I</b>	<b>R</b>
Qualified teacher status	✓		✓	✓	
NPQH		✓	✓	✓	
An additional special qualification in SEND.		✓	✓	✓	
Evidence of relevant professional development at senior leadership level including safeguarding and financial management.	✓		✓	✓	
Commitment to further develop own professional knowledge and skills.	✓		✓	✓	
<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>	<b>A</b>	<b>I</b>	<b>R</b>
At least 3 years at Deputy Head teacher level, with evidence of successful leadership in a SEND environment.	✓		✓		✓
Experience of collaborative working with vulnerable families and multi-agency teams to support pupils and their families.	✓		✓	✓	✓
Experience of managing change.	✓		✓	✓	
Understanding of financial planning, budgetary management and principles of best value.	✓		✓	✓	✓
Proven record of innovative curriculum design that reflects the needs of all pupils.	✓		✓	✓	✓
Experience of managing and leading a wide range of staff.	✓		✓	✓	✓
Experience as a lead for Appraisal.	✓		✓	✓	✓
Experience of planning and evaluating a School Development Plan.	✓		✓	✓	✓
Experience of using a range of tools and evidence, including learner performance data, to support, monitor, evaluate and raise standards in all aspects of provision.	✓		✓	✓	✓
Experience of working successfully with governors, parents, Local Authority and other partners.	✓		✓	✓	✓
Successful experience of working with a diverse community.			✓		
Evidence of implementing effective whole school safeguarding policies and practices.	✓		✓	✓	
Experience of being the Designated Lead for Safeguarding or the Deputy Designated Lead for Safeguarding.		✓	✓	✓	
Has undertaken the role of Designated Teacher for Looked After and Post Order Children.		✓	✓	✓	

An understanding of the role of extended School activities and the role they play in the community.		✓	✓	✓	
Knowledge and experience of the common inspection framework in a leadership and management role. (Ofsted)	✓		✓	✓	✓
<b>Leadership Skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>A</b>	<b>I</b>	<b>R</b>
Proven experience of: <ul style="list-style-type: none"> <li>leading with honesty, integrity with a strong work ethic</li> <li>holding others to account, with high expectations of staff conduct</li> <li>compassion &amp; empathy for all members of the school community</li> </ul>	✓		✓	✓	✓
Evidence of understanding that decisions need to be made in the best interests of the school	✓		✓	✓	
<b>Abilities and Skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>A</b>	<b>I</b>	<b>R</b>
Develop and communicate a clear vision so that others are inspired to embrace it.	✓		✓	✓	
Able to provide effective and inspirational leadership that inspires confidence and motivates staff, parents and pupils.	✓		✓	✓	✓
Able to prioritise and organise the demands of being a Head Teacher and being able to delegate effectively.	✓		✓	✓	
Experience of leading and managing a wide range of staff.	✓		✓	✓	✓
Evidence of knowledge of financial responsibility in a school setting, understanding the pushes and pulls of finance in education, particularly in the SEND sector.	✓		✓	✓	✓
Demonstrate excellent interpersonal skills, both written and oral.	✓		✓	✓	
<b>Knowledge and Understanding</b>	<b>Essential</b>	<b>Desirable</b>	<b>A</b>	<b>I</b>	<b>R</b>
Knowledge and understanding of pupils with a wide range of moderate and complex educational needs.	✓		✓	✓	✓
Experience of managing transitions to the next setting.	✓		✓	✓	
Clear understanding of the role of self- evaluation in the continuous improvement of the school.	✓		✓	✓	
Knowledge and understanding of local and national trends and requirements in special education.	✓		✓	✓	
Knowledge and understanding of legal issues, including equal opportunities.	✓		✓	✓	

<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>A</b>	<b>I</b>	<b>R</b>
Exceptional role model with the highest standards of integrity, who is approachable and demonstrates a strong and collaborative leadership style.	✓			✓	
Dynamic and reflective leadership qualities that ensure the continual drive towards excellence for all pupils and staff	✓		✓		✓
Putting the best interests of the school at the forefront of all decisions, however difficult or challenging	✓			✓	✓
Ability to manage change and work under pressure.	✓			✓	✓
Willingness to ask for advice and support where necessary.	✓			✓	✓

These attributes will be identified by means of the application, interview, and references as appropriate.